DOCUMENT RESUME

ED 328 329 JC 910 124

AUTHOR	Knight, William E.
TITLE	Regional Campuses New Freshmen Survey.
INSTITUTION	Kent State Univ., OH. Regional Campuses. Office of Academic Assessment and Evaluation Services.
PUB DATE	Dec 90
NOTE	100p.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Ancillary School Services; *College Freshmen; Community Colleges; *Participant Satisfaction; Questionnaires; *Student Attitudes; Student Behavior; Student Characteristics; *Student Educational Objectives; Student Employment; Two Year Colleges; *Two Year College Students
IDENTIFIERS	Kent State University OH Regional Campuses

ABSTRACT

In fall 1990, a study was conducted of new freshmen at the regional campuses (RC's) of Kent State University to gather information on the characteristics and goals of the new students and to determine their reasons for enrolling and their perceptions of the academic and student services provided. Surveys were mailed to all 2,390 new freshmen attending the seven RC's. Study findings, based on a 31.2% response rate, included the following: (1) 71% of the respondents were female, 90% were White, 5% were Native American, and 3% were African American; (2) 63% were between the ages of 18 and 22 years; (3) 62% were enrolled for 12 to 18 semester credit hours; (4) 40% said their most important academic goal was completing courses for transfer to a four-year college, while 35% cited completion of an associate degree as their most important academic goal; (5) preparing for a new career and improving knowledge and technical skills were most frequently given as important career preparation goals; (6) in terms of personal goals, 47% of the respondents cited developing the ability to be independent, self-reliant, and adaptable as important, while 29% were interested in learning skills that would enrich their lives; (7) asked about their reasons for enrolling at the RC's, 53% cited the close proximity to home or work, 16.5% cited program offerings, and 13.5% cited the low cost; and (8) the most frequent reasons cited for choosing a particular major were interest in the subject and relation to a given career. Data tables, the survey instrument and cover letter, and sample open-ended responses are included. (GFW)

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ED328329

REGIONAL CAMPUSES NEW FRESHMEN SURVEY

KENT STATE UNIVERSITY
REGIONAL CAMPUSES
OFFICE OF ACADEMIC ASSESSMENT AND EVALUATION SERVICES

DECEMBER 1990

JC910124

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ABSTRACT

TITLE:	REGIONAL CAMPUSES NEW FRESHMEN SURVEY
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SUBJECT:	A Study of the KSU Regional Campuses Fall 1990 New Freshmen
DATE:	December, 1990
SOURCE OF COPIES:	Kent State University Regional Campuses Lincoln Building Kent, Ohio 44242 (216) 672-2330
DISTRIBUTION LIST:	President Acting Provost and Vice President for Academic and Student Affairs Vice President for Institutional Advancement Vice Provost for Regional Campuses Vice Provost for Student Affairs Members, Academic and Student Affairs Policy Council Dean for Academic Affairs, Regional Campuses Director, School of Technology Director of Two Year Technical Programs Director of Business Affairs Coordinator of Admissions and Records Regional Campus Deans Regional Campus Directors of Student Affairs Regional Campus Admissions Officers Regional Campus Coordinators of Public Relations
NUMBER OF PAGES:	66
ABSTRACT:	This study was undertaken to assess the goals of Regional Campuses new freshmen students, factors related to their enrollment, and their reflections upon the academic and student services provided by the Regional Campuses.

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EXECUTIVE SUMMARY

The survey was conducted in the fall of 1990. It was undertaken to assess the characteristics and goals of Regional Campuses new freshmen students, factors related to their enrollment, and their reflections upon the academic and student services provided.

Each of the 2,390 new freshmen students enrolled within the Regional Campuses as of early October 1990 were mailed survey questionnaires. A significant 31.2% final response rate was obtained. The respondents were generally representative of all Regional Campuses new freshmen with respect to gender, ethnicity, age, full-time/part-time status, and campus attended.

The five objectives of the survey and the and the resulting conclusions are as follows:

1. To gain information concerning the demographic characteristics of Regional Campuses new freshmen students

The new freshmen respondents share many of the same characteristics as past and current Regional Campuses students; 71% of the respondents were female; nearly all identified themselves as caucasian; the largest number of respondents were in the 18-22 and 31-40 age ranges. Sixty-three percent of the respondents were primarily enrolled full-time; this is in contrast to 46% of all Fall 1990 students enrolled full-time. The percentages of respondents attending each campus generally reflected the percentages of campus attended by all new freshmen students.

2. To gain information concerning the educational, career, social, and personal development goals of Regional Campuses new freshmen students

Most of the new freshmen respondents reported 1) completing courses for transfer to the Kent Campus or to another educational institution or obtaining an associate degree as their most important academic goals, 2) preparing for a new career or improving knowledge, technical skills, and competencies in a current career as their most important career goals, 3) meeting people as their most important social goal, and 4) developing the ability to be independent, self-reliant, and adaptable as their most important personal development goal. Of the respondents, 49% report they are currently working toward an associate degree and 43% report they are working toward a bachelor's degree. More than two-thirds of the respondents were employed. The largest percentage were employed between 20 and 39 hours per week.

3. To determine what factors were related to new freshmen students' decisions to enroll within the Regional Campuses

Sixty-three percent of the respondents indicated that the Regional Campuses were their first choice when they planned to enroll. Eighty-six percent of the respondents plan to reenroll during the next semester and seventy-seven percent of those respondents who indicated that they would not reenroll next semester made this decision due to personal or other circumstances not related to their experiences within the Regional Campuses.

Proximity to home and employment sites was the was the most frequent response (53%) to the question of why new freshmen students chose to enroll within the Regional Campuses. The courses and programs offered and the cost (16.5% and 13.5% respectively) were the next most frequently cited responses. Respondents cited friends and relatives (39.9%), information received through the mail (27.1%), a KSU representative (14.5%), and a high school teacher or counselor (10.7%) as their best sources of information about the Regional Campuses.

4. To assess new freshmen students' perceptions regarding the image of the Regional Campuses and the academic and student services provided

The respondents rated, using a scale ranging from very high to very low, their agreement with a number of statements concerning the image of the Regional Campuses and their satisfaction with each of the 22 academic and student services listed. Most of the responses were in the very high to high categories.

5. To determine additional new freshmen perceptions of the Regional Campuses

Many of the respondents chose to make additional comments concerning the Regional Campuses. Although diverse, the comments tended to be favorable. A few respondents mentioned inadequacies with the University Orientation course, food service, parking, and registration.

Conclusions

It should be noted that this study generally reflects a positive evaluation of the Regional Campuses experience on the part of new freshmen. Seventy-three percent of the respondents reported their overall satisfaction as very high or high. The characteristics of the new freshmen tended to appear as expected and their perceptions regarding the image of the Regional Campuses, the evaluation of academic and student support services, and the additional comments appeared generally favorable. The following results appear to be of some significance:

1. The Regional Campuses were the first enrollment choice of most new freshmen respondents. New freshmen who indicated the Regional Campuses were not their first enrollment choice listed Kent Campus, the University of Akron, Youngstown State University, and Ohio State University as first choices.

2. Proximity to home and work, low cost, the availability and scheduling of courses and programs, personal recommendations/perceptions of academic quality, and small class size were the most frequent reasons why respondents chose to enroll within the Regional Campuses.

3. The best sources of information about the Regional Campuses, as cited by respondents, were friends or relatives, information received in the mail, a KSU representative, and a high school teacher or counselor. Only 2% listed newspaper or magazine advertising and only 1% listed radio or television advertising as their best information source.

4. The vast majority of respondents said they will reenroll next semester and very few of those who will not reenroll will not do so due to experiences within the Regional Campuses.

5. The respondents generally perceived the image of the Regional Campuses as positive.

6. Ratings and open-ended comments concerning the academic and student services provided by the Regional Campuses tended to be positive, although a considerable percentage of students did not respond to several items. The University Orientation course, food services, parking, and registration were areas of concern for a few students. New freshmen respondents' ratings of academic and student services were very similar to ratings given to the same services by respondents of the 1990 Regional Campuses Alumni Survey of 1987, 1988, and 1989 Associate Degree Recipients.

I. STUDY DESCRIPTION

A. Background

This study was undertaken by the Regional Campuses Office of Academic Assessment and Evaluation Services as a result of a need to learn more about new freshmen students. The study represents a detailed analysis of the responses of the Regional Campuses New Freshmen Survey sent to the 2,390 KSU Regional Campuses students whose first semester of enrollment was Fall 1990. The purpose of the survey was to develop a framework for institutional analysis that would assist the Regional Campuses in improving enrollment management decision making and in improving academic and student services for future students. While various surveys have been conducted in the past at specific campuses in response to specific information needs, this was the first attempt to present new freshman student information in a comprehensive way on an overall Regional Campuses system level. This study was, therefore, additionally designed to serve as a benchmark for comparison purposes with the August 1990 Regional Campuses Alumni Survey and with future studies.

B. Objectives of the Study

This study sought to meet the following five objectives:

-To gain information concerning the demographic characteristics of Regional Campuses new freshmen students

-To gain information concerning the educational, career, social, and personal development goals of Regional Campuses new freshmen students

-To determine what factors were related to new freshmen students' decisions to enroll within the Regional Campuses

-To assess new freshmen students' perceptions regarding the image of and the academic and student services provided by the Regional Campuses

-To determine additional new freshmen perceptions of the Regional Campuses

C. Study Design

In order to address the objectives outlined above, a multi-stage survey design process was developed. First, existing two-year and four-year new freshmen survey instruments were reviewed. The Kent Campus Office of Academic Assessment and Evaluation Services was consulted. Second, a draft survey was reviewed by the Vice Provost for Regional Campuses, Dean for Academic Affairs, Regional Campus Deans, and admissions officers. The survey was modified as a result of the comments of these reviewers. Third, the survey was pilot tested by a group of Regional Campus new freshmen students. A computer scannable answer sheet was included with the final version of the survey, allowing for more efficient analysis and the individual identification of respondents. An answer sheet including open-ended questions was also developed, whereby respondents gave their major, other colleges previously attended and those serving as first enrollment choices, reasons for not continuing enrollment within the Regional Campuses (if applicable), reasons for enrolling in the Regional Campuses, reasons for choosing their major, and any additional comments. Answer sheets were coded after they were received, making it possible to develop profiles and analyze sub-groups of the respondents. Reminder postcards were sent to survey recipients who had not returned their surveys as of the deadline of two weeks after receipt of the survey.

D. Sampling

In view of the fact that significant numbers of Regional Campuses new freshmen students do not continue their enrollment to the next semester, surveys were sent to all of them. The survey of the entire population was necessary for three reasons: 1) to ensure an adequate overall response rate, 2) to ensure the accuracy of the data at the Regional Campus system level, and 3) to gain accurate population proportions by gender, ethnicity, age, campus, part-time/full-time status, and major.

E. Analyses

Results of the survey were analyzed by determining the distribution of answers among all respondents. Responses to demographic items were compared to the analogous information for all Regional Campus Fall 1990 new freshmen students in order to determine if the survey responses were truly representative. Several responses were analyzed by campus. Open-ended responses were analyzed by searching for common responses and noting the frequencies of these comments. Survey results are presented in Section II. Frequency distributions of responses to each of the questions are presented with a copy of the survey in **Appendix I**. Of the 2,390 surveys mailed, 20 were undeliverable due to incorrect addresses. Of the 2,370 deliverable surveys sent out, 740 or **31.2%** were returned and analyzed.

II. SURVEY RESULTS

A. Demographic Characteristics of the Respondents

Seventy-one percent of the survey respondents were female and 29% were male. This does not differ significantly from the current gender profile of Regional Campus students; during the Fall 1990 Semester 60% of all new freshmen students were female and 40% were male.

The vast majority of the respondents (90%) identified themselves as caucasian. The remainder of the respondents identified themselves as Native American (5%) or African American (3%), with the remaining 2% identifying themselves as Asian American or Hispanic American. Again this does not differ significantly from the current and recent ethnic profiles of Regional Campuses new freshmen students; during the Fall 1990 Semester the ethnic profile for all new freshmen showed 98% as caucasian and 2% African American, with less than 1% Asian American, Hispanic, or Native American.

As **Table 1** indicates, there was some distribution of responses among the age categories. Large numbers of respondents reported being in the 18-22 age range (63%) with small numbers in the 31-40 age range (15%), the 26-30 age range (8%), the 23-25 and 41-50 age ranges (each 6%) and the 51 or older age range (1%). This distribution of age ranges for respondents parallels almost exactly that for all new freshmen students.

As **Table 2** shows, a good mixture of responses was received from new freshmen from each of the campuses. The percentage of respondents from each campus was not significantly different than the percentage of all Regional Campuses new freshmen attending each of the campuses.

Sixty-two percent of the respondents indicated that they were primarily enrolled for between 12 and 18 semester credit hours at the Regional Campuses. This is similar to the 57% of all new freshmen students who were enrolled for the same range of credit hours during the Fall 1990 Semester. Sixteen percent of the respondents indicated that they were enrolled for between 6 and 8 credit hours, 14% indicated they were enrolled for less than 6 credit hours, 7% indicated they were enrolled for between 9 and 11 credit hours, and 1% indicated they were enrolled for 19 or more credit hours. Again, the percentages of respondents reporting these ranges of credit hours enrolled did not vary significantly from all new freshmen students.

Ninety percent of the respondents reported they had never attended another college or university (they were true first-time new freshmen). As the open-ended responses indicated most of the remaining respondents were indicating high school-level vocational/technical schools instead of other postsecondary institutions (as the instructions directed), this data was not further analyzed.

B. Student Goals, Degree Aspirations, and Employment Information

The largest percentage of the respondents (40%) said that their most important academic goal was completing courses for transfer to the Kent Campus or to another educational institution. Obtaining an associate degree was the second most frequently cited response at 35% Other responses of completing the courses necessary to increase knowledge and understanding in an academic field and other or unsure were both reported at 12%.

Preparing for a new career and improving knowledge, technical skills, or competencies in the current career were the most frequently given important career preparation goals at 41% and 33% respectively. Seventeen percent of the respondents indicated exploring new career interests was their most important career preparation goal. Increasing the chances for a raise or promotion was listed as the most important career goal by 2% of the respondents. Seven percent were unsure of their career preparation goals.

The greatest percentage of the respondents (41%) listed their most important social or cultural participation goal as meeting people. Other than those listed or not sure was the next most frequent response at 33%. Becoming actively involved in campus life and activities was their most important social or cultural participation goal of 14% of the respondents and getting to know people who think and feel differently than they did was listed by 11%.

To develop the ability to be independent, self-reliant, and adaptable was listed as the most important personal development and enrichment goal by 47% of the respondents. To learn skills that will enrich their lives or make them more complete people was the most important goal for 29%. To increase self-confidence was listed by 15% of the respondents. Improving leadership skills was listed by 6% and to improve the ability to get along with others was listed by 1%.

The largest percentage the respondents (49%) indicated that they were currently working toward an associate degree. Forty-three percent reported they were currently working toward a bachelor's degree. Eight percent of the respondents were not seeking a degree.

Sixty-seven percent of the respondents indicated that they were employed. The largest percentage of the respondents were employed between 20 and 39 hours per week. Seventeen percent of respondents were employed less than 20 hours per week. Twelve percent were employed forty hours per week and 7% were employed more than 40 hours per week. Of the 33% of respondents who were not employed, 10% were seeking employment and 23% were unemployed due to their own choice or due to family responsibilities.

C. Factors Related to Enrollment within the Regional Campuses

Sixty-three percent of the total respondents indicated that the Regional Campuses were their first choice when they considered colleges in which to enroll. This percentage was similar across campuses with the exception of Geauga, which was the first choice of only 43% of the respondents and Stark, which was the first choice of 58% of the respondents. This information is presented by campus in **Table 3**.

Eighty-six percent of the respondents plan to reenroll within the Regional Campuses next semester. Among the remaining 14%, 8% were unsure of their enrollment plans at the time of responding to the survey, 5% indicated they would not return due to circumstances unrelated to their experiences within the Regional Campuses, and 1% would not return do to circumstances related to their experiences within the Regional Campuses. These responses were similar across the campuses, as shown in **Table 4**.

The most frequent responses to the question of what was the most important reason respondents chose to enroll within the Regional Campuses were that they were close to home and work sites (53%), due to the courses and programs offered (16.5%), and due to cost (13.5%). These responses were also similar across the campuses, as shown in **Table 5**.

Respondents' most important sources of information about the Regional Campuses were friends or relatives (39.9%), information received in the mail (27.1%), a KSU representative (14.5%), and a high school teacher or counselor (10.7%). Information from friends or relatives was particularly important at East Liverpool; information from a KSU representative was particularly important at Geauga; and information received from a high school teacher or counselor did not seem as important at Ashtabula. This information is presented by campus in **Table 6**.

D. Opinions Concerning the Image of the Regional Campuses and Evaluation of Academic and Student Services

The following list summarizes the extent to which respondents agreed with statements concerning the image of the Regional Campuses:

The Regional Campuses offer the academic programs in which I am interested.

76% Strongly Agree or Agree
18% Moderately Agree or Unsure
5% Strongly Disagree or Disagree

Other colleges have better programs in my major.

24% Strongly Agree or Agree
55% Moderately Agree or Unsure
20% Strongly Disagree or Disagree

The Regional Campuses have a better academic reputation than other colleges.

25% Strongly Agree or Agree
66% Moderately Agree or Unsure
9% Strongly Disagree or Disagree

The Regional Campuses suit me better socially than do other colleges.

53% Strongly Agree or Agree
34% Moderately Agree or Unsure
12% Strongly Disagree or Disagree

Other colleges have nicer campuses than do the Regional Campuses.

20% Strongly Agree or Agree
47% Moderately Agree or Unsure
32% Strongly Disagree or Disagree

The Regional Campuses have a larger minority population than do other colleges.

10% Strongly Agree or Agree
64% Moderately Agree or Unsure
25% Strongly Disagree or Disagree

This information is further presented in **Table 7.**

The respondents were asked to rate their satisfaction with 25 academic and student services and other characteristics of the Regional Campuses. The results are as follows:

Academic Advising	19%	Very High
	31%	High
	20%	Moderate
	6%	Low
	3%	Very Low
	20%	Did Not Respond
Admissions	25%	Very High
	46%	High
	25%	Moderate
	2%	Low
	0%	Very Low
	2%	Did Not Respond
Buildings and Grounds	24%	Very High
	44%	High
	18%	Moderate
	1%	Low
	0%	Very Low
	13%	Did Not Respond
Career Placement	3%	Very High
	10%	High
	15%	Moderate
	2%	Low
	1%	Very Low
	69%	Did Not Respond
Career Planning	8%	Very High
	18%	High
	18%	Moderate
	3%	Low
	1%	Very Low
	53%	Did Not Respond

Computer Laboratories	16%	Very High
	21%	High
	10%	Moderate
	1%	Low
	1%	Very Low
	51%	Did Not Respond
Faculty Attitude Towards Students	32%	Very High
	39%	High
	19%	Moderate
	2%	Low
	1%	Very Low
	7%	Did Not Respond
Financial Aid	18%	Very High
	19%	High
	18%	Moderate
	5%	Low
	4%	Very Low
	35%	Did Not Respond
Food Service	7%	Very High
	17%	High
	20%	Moderate
	9%	Low
	4%	Very Low
	41%	Did Not Respond
Library Services	23%	Very High
	39%	High
	15%	Moderate
	2%	Low
	1%	Very Low
	21%	Did Not Respond
Minority Student Services	4%	Very High
	6%	High
	15%	Moderate
	2%	Low
	1%	Very Low
	72%	Did Not Respond

Parking	19%	Very High
	34%	High
	28%	Moderate
	8%	Low
	5%	Very Low
	7%	Did Not Respond
Personal Counseling	6%	Very High
	16%	High
	13%	Moderate
	3%	Low
	2%	Very Low
	56%	Did Not Respond
Quality of Instruction in Your Major	17%	Very High
	30%	High
	18%	Moderate
	3%	Low
	3%	Very Low
	30%	Did Not Respond
Regional Campuses' Concern for You as a Person	18%	Very High
	33%	High
	32%	Moderate
	3%	Low
	2%	Very Low
	12%	Did Not Respond
Registration	22%	Very High
	45%	High
	25%	Moderate
	3%	Low
	1%	Very Low
	4%	Did Not Respond
Skills/Tutoring Center	14%	Very High
	19%	High
	11%	Moderate
	1%	Low
	1%	Very Low
	54%	Did Not Respond

Student Activities	12%	Very High
	21%	High
	20%	Moderate
	3%	Low
	1%	Very Low
	43%	Did Not Respond
Student Affairs Staff Attitude Towards Students	14%	Very High
	25%	High
	18%	Moderate
	3%	Low
	1%	Very Low
	40%	Did Not Respond
Student Employment	5%	Very High
	7%	High
	13%	Moderate
	2%	Low
	1%	Very low
	72%	Did Not Respond
Veterans Services	2%	Very High
	4%	High
	12%	Moderate
	1%	Low
	1%	Very Low
	79%	Did Not Respond
General Satisfaction with the Regional Campuses	27%	Very High
	46%	High
	19%	Moderate
	1%	Low
	0%	Very Low
	6%	Did Not Respond

This information is further presented by campus in **Table 8 through Table 29**. The mean score for each of these services on the 1 (very high) through five (very low) scale is presented by campus in **Table 30**.

D. Open-Ended Comments

The respondents were requested on a supplemental answer sheet to list their current major, college or university previous enrollment, to tell what other institution was their first enrollment choice (if their first choice was not the Regional Campuses), to explain why they would not reenroll for the next semester (if this was the case), to give their most important reasons for enrolling within the Regional Campuses, to give their most important reasons for choosing their majors, and to offer any additional comments they wished regarding the Regional Campuses. As explained previously, the data concerning the colleges and universities in which respondents were enrolled previously was not analyzed since it was apparent that many respondents were listing high school-level vocational/technical schools instead of postsecondary institutions.

Table 31 shows that the Kent Campus, the University of Akron, Youngstown State University, and Ohio State University were the most frequent first choice institutions of the respondents.

While relatively few respondents replied to the questions concerning why they would not reenroll within the Regional Campuses, the most frequent reasons were personal circumstances, transfer to the Kent Campus or to another institution, because the Regional Campuses did not offer the program in which the respondent was interested, and financial difficulties. This information is further presented in **Table 32**.

Responses to the open-ended item concerning respondents' most important reasons for enrolling within the Regional Campuses exactly paralleled the responses to the same item posed in multiple-choice format. The most frequent reasons were proximity to home and the work site, cost, the availability and scheduling of courses and programs offered, recommendations/perceptions of academic quality, and small class size. This information appears by campus in **Table 33**.

The most frequent response to the question concerning why respondents chose their particular majors was interest in the subject and related careers. This response was given by virtually all majors and was usually the only response given by majors in the College of Arts and Sciences. The next most frequent response was to get a good job; this response was most often given by pre-business, business management technology, electrical/electronic engineering technology, nursing, physical therapy assisting technology, and occupational therapy technology majors. The third most frequent response was the desire to help people (nursing, human services technology, psychology, physical therapy assisting technology, occupational therapy technology, and pre-law) and the desire to work with children (education). Business, nursing, accounting technology, and electrical engineering technology majors also cited improving job skills or to increase their chances for a raise or promotion. Other respondents gave wanting to run their own business (pre-business and business management technology) and due to the advice of others (business management technology, psychology, mechanical engineering technology) as the reasons they chose their majors.

A number of respondents gave additional comments regarding the Regional Campuses. These comments are included as **Appendix B**. Please note that these comments were recorded verbatim, reflecting any grammatical errors which may have been included.

TABLE 1

AGES OF RESPONDENTS

AGE RANGE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
18-22	465	63%	465	63%
23-25	44	6%	509	69%
26-30	61	8%	570	77%
31-40	114	15%	684	92%
41-50	45	6%	729	98%
51-60	6	1%	735	99%
Over 60	1	0%	736	100%

TABLE 2

CAMPUS ATTENDED BY RESPONDENTS

CAMPUS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Ashtabula	89	12%	89	12%
East Liv.	65	9%	154	21%
Geauga	44	6%	198	27%
Salem	106	14%	304	41%
Stark	143	19%	447	60%
Trumbull	161	22%	608	82%
Tuscarawas	128	17%	736	99%

TABLE 3

PERCENTAGE OF RESPONDENTS INDICATING THE REGIONAL CAMPUSES WERE THEIR FIRST ENROLLMENT CHOICE BY CAMPUS

CAMPUS	PERCENT
Ashtabula	66%
East Liv.	65%
Geauga	43%
Salem	70%
Stark	58%
Trumbull	62%
Tuscarawas	69%
All Campuses	63%

TABLE 4

RESPONSES TO "WILL YOU ENROLL IN THE REGIONAL CAMPUSES AGAIN NEXT SEMESTER?" BY CAMPUS

CAMPUS	Yes	No, Unrelated To Experiences Within the Regional Campuses	No, Related To Experiences Within the Regional Campuses	Undecided
Ashtabula	84%	9%	0%	7%
East Liv.	86%	2%	0%	12%
Geauga	71%	16%	2%	11%
Salem	90%	3%	3%	4%
Stark	87%	7%	1%	5%
Trumbull	86%	2%	1%	2%
Tuscarawas	84%	3%	3%	10%
All Campuses	86%	5%	1%	8%

TABLE 5

REASONS FOR ENROLLING WITHIN THE REGIONAL CAMPUSES BY CAMPUS

	Ash	EL	Gea	Sal	Sta	Tru	Tus	All
Courses/ Programs Offered	13%	42%	21%	22%	15%	9%	13%	17%
Cost	10%	6%	23%	7%	24%	7%	19%	14%
Recommended	10%	5%	7%	8%	7%	12%	4%	8%
Location	61%	39%	34%	58%	44%	60%	59%	53%
Financial Aid Availability	3%	5%	2%	0%	0%	2%	4%	2%
Small Class Size	2%	3%	13%	5%	9%	10%	1%	6%

TABLE 6

BEST SOURCES OF INFORMATION ABOUT THE REGIONAL CAMPUSES BY CAMPUS

	Ash	EL	Gea	Sal	Sta	Tru	Tus	All
A High School Teacher or Counselor	5%	9%	9%	8%	12%	15%	12%	11%
A Friend or Relative	43%	51%	39%	46%	33%	43%	32%	40%
Material in a Newspaper or a Magazine	2%	5%	5%	1%	1%	3%	2%	2%
A KSU Representative	17%	8%	23%	18%	13%	10%	17%	15%
A Radio or Television Advertisement	0%	3%	0%	1%	0%	1%	3%	1%
Materials from a Display at a Business, Shopping Center, Fair or Similar Location	5%	4%	4%	2%	6%	5%	3%	4%
Information Received in the Mail	28%	20%	20%	24%	34%	23%	31%	27%

TABLE 7

RESPONSES TO QUESTIONS CONCERNING THE IMAGE OF THE REGIONAL CAMPUSES

	Strongly Agree	Agree	Moderate/ Unsure	Disagree	Strongly Disagree
The Regional Campuses offer the academic programs in which I am interested.	28%	48%	18%	4%	1%
Other colleges have better programs in my major.	9%	15%	55%	16%	4%
The Regional Campuses have a better academic reputation than other colleges.	5%	20%	66%	8%	1%
The Regional Campuses suit me better socially than other colleges.	17%	36%	34%	8%	4%
Other colleges have nicer campuses than do the Regional Campuses.	4%	16%	47%	26%	6%
The Regional Campuses have a larger minority population than do other colleges.	2%	8%	64%	18%	7%

TABLE 8

ACADEMIC ADVISING BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	42.7%	31.7%	27.3%	23.1%	20.0%	17.7%	20.8%
High	30.7%	36.6%	42.4%	36.3%	46.7%	36.9%	43.6%
Moderate	18.7%	26.8%	24.2%	26.4%	19.2%	30.0%	28.7%
Low	4.0%	4.9%	6.1%	11.0%	12.5%	9.2%	4.0%
Very Low	4.0%	0.0%	0.0%	3.3%	1.7%	6.2%	3.0%

TABLE 9

ADMISSIONS BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	30.2%	22.6%	31.7%	29.2%	30.7%	17.0%	24.4%
High	38.4%	53.2%	48.8%	44.3%	46.4%	48.4%	48.0%
Moderate	29.1%	22.6%	19.5%	25.5%	19.3%	32.1%	23.6%
Low	2.3%	1.6%	0.0%	0.9%	3.6%	2.5%	2.4%
Very Low	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%

TABLE 10

BUILDINGS AND GROUNDS BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	22.4%	12.3%	26.3%	31.6%	37.0%	23.0%	27.4%
High	47.4%	31.6%	47.4%	55.8%	52.0%	56.3%	51.3%
Moderate	27.6%	54.4%	23.7%	10.5%	9.4%	20.0%	19.5%
Low	2.6%	1.8%	2.6%	2.1%	0.8%	0.7%	1.8%
Very Low	0.0%	0.0%	0.0%	0.0%	0.8%	0.0%	0.0%

TABLE 11

CAREER PLANNING
BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	20.9%	15.6%	25.0%	21.7%	8.5%	12.7%	14.5%
High	34.9%	43.8%	30.0%	42.0%	35.6%	29.6%	49.1%
Moderate	34.9%	40.6%	35.0%	26.1%	47.5%	46.5%	32.7%
Low	7.0%	0.0%	5.0%	5.8%	5.1%	9.9%	3.6%
Very Low	2.3%	0.0%	5.0%	4.3%	3.4%	1.4%	0.0%

TABLE 12

CAREER PLACEMENT BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	10.3%	5.9%	29.4%	15.0%	5.0%	6.0%	12.8%
High	41.4%	41.2%	35.3%	25.0%	25.0%	24.0%	38.5%
Moderate	41.4%	47.1%	29.4%	50.0%	50.0%	58.0%	41.0%
Low	6.9%	5.9%	5.9%	5.0%	10.0%	10.0%	5.1%
Very Low	0.0%	0.0%	0.0%	5.0%	10.0%	0.0%	2.6%

TABLE 13

COMPUTER LABORATORIES BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	20.8%	35.0%	46.4%	41.0%	26.9%	19.0%	41.7%
High	54.2%	50.0%	28.6%	37.7%	47.8%	41.4%	36.7%
Moderate	20.8%	15.0%	21.4%	18.0%	22.4%	31.0%	13.3%
Low	2.1%	0.0%	3.6%	1.6%	1.5%	6.9%	1.7%
Very Low	0.0%	0.0%	0.0%	1.6%	1.5%	0.0%	5.0%

TABLE 14

FACULTY ATTITUDE TOWARD STUDENTS BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	35.3%	37.1%	47.5%	36.4%	39.0%	23.9%	36.1%
High	47.1%	41.9%	45.0%	40.4%	39.7%	47.2%	36.9%
Moderate	15.3%	19.4%	7.5%	19.2%	19.9%	27.5%	23.0%
Low	0.0%	1.6%	0.0%	3.0%	1.5%	1.4%	3.3%
Very Low	2.4%	0.0%	0.0%	1.0%	0.0%	0.0%	0.8%

TABLE 15

FINANCIAL AID BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	36.5%	20.0%	42.9%	30.9%	30.2%	20.2%	24.7%
High	31.7%	40.0%	9.5%	21.0%	30.2%	34.8%	28.0%
Moderate	17.5%	28.0%	33.3	35.8%	25.6%	27.0%	31.2%
Low	9.5%	6.0%	4.8%	7.4%	9.3%	7.9%	9.7%
Very Low	4.8%	6.0%	9.5%	4.9%	4.7%	9.0%	6.5%

TABLE 16

FOOD SERVICE
BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	15.0%	2.9%	17.6%	1.5%	13.9%	23.0%	11.2%
High	26.7%	5.7%	23.5%	12.1%	53.2%	35.6%	25.8%
Moderate	51.7%	45.7%	5.9%	39.4%	24.1%	31.0%	31.5%
Low	5.0%	37.1%	29.4%	22.7%	8.9%	6.9%	22.5%
Very Low	1.7%	8.6%	23.5%	22.7%	0.0%	2.3%	9.0%

TABLE 17

LIBRARY SERVICES BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	37.0%	23.5%	20.0%	25.6%	31.1%	26.7%	32.7%
High	42.5%	56.9%	53.3%	53.5%	48.7%	46.7%	49.5%
Moderate	15.1%	17.6%	23.3%	15.1%	18.5%	25.0%	15.9%
Low	2.7%	2.0%	3.3%	4.7%	0.8%	0.8%	1.9%
Very Low	2.7%	0.0%	0.0%	1.2%	0.8%	0.0%	0.0%

TABLE 18

MINORITY STUDENTS SERVICES BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	12.0%	0.0%	21.4%	13.5%	15.2%	8.7%	16.7%
High	28.0%	38.9%	14.3%	21.6%	15.2%	21.7%	22.2%
Moderate	56.0%	55.6%	42.9%	54.1%	57.6%	58.7%	44.4%
Low	0.0%	0.0%	7.1%	8.1%	3.0%	10.9%	13.9%
Very Low	4.0%	5.6%	14.3%	2.7%	9.1%	0.0%	2.8%

TABLE 19

PARKING
BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	25.9%	1.6%	43.6%	21.8%	20.1%	18.1%	18.9%
High	32.1%	6.6%	35.9%	37.6%	50.0%	36.2%	39.3%
Moderate	34.6%	13.1%	15.4%	28.7%	27.6%	37.6%	34.4%
Low	3.7%	44.3%	2.6%	10.9%	1.5%	4.0%	5.7%
Very Low	3.7%	34.4%	2.6%	1.0%	0.7%	4.0%	1.6%

TABLE 20

PERSONAL COUNSELING BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	24.0%	17.9%	38.9%	21.1%	14.5%	14.1%	22.0%
High	36.0%	42.9%	33.3%	33.3%	38.2%	39.1%	42.0%
Moderate	28.0%	32.1%	16.7%	33.3%	32.7%	31.3%	28.0%
Low	4.0%	7.1%	11.1%	8.8%	5.5%	9.4%	8.0%
Very Low	8.0%	0.0%	0.0%	3.5%	9.1%	6.3%	0.0%

TABLE 21

QUALITY OF INSTRUCTION IN MAJOR COURSES BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	34.9%	24.0%	25.8%	26.6%	21.7%	20.8%	22.0%
High	36.5%	50.0%	35.5%	40.5%	43.5%	40.6%	45.0%
Moderate	15.9%	22.0%	22.6%	20.3%	30.4%	30.2%	26.0%
Low	6.3%	0.0%	9.7%	7.6%	3.3%	6.6%	2.0%
Very Low	6.3%	4.0%	6.5%	5.1%	1.1%	1.9%	5.0%

TABLE 22

REGIONAL CAMPUSES' CONCERN FOR STUDENTS AS PEOPLE BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	14.8%	10.7%	41.0%	27.1%	25.6%	18.4%	12.8%
High	32.1%	42.9%	38.5%	39.6%	37.6%	31.6%	41.9%
Moderate	42.0%	42.9%	20.5%	26.0%	32.0%	45.6%	35.9%
Low	6.2%	1.8%	0.0%	4.2%	1.6%	2.9%	6.8%
Very Low	4.9%	1.8%	0.0%	3.1%	3.2%	1.5%	2.6%

TABLE 23

REGISTRATION BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	32.2%	24.2%	21.4%	21.0%	23.7%	17.4%	23.8%
High	35.6%	62.9%	47.6%	47.6%	54.0%	45.2%	41.0%
Moderate	29.9%	12.9%	26.2%	30.5%	18.0%	32.3%	27.9%
Low	2.3%	0.0%	4.8%	1.0%	2.2%	3.9%	6.6%
Very Low	0.0%	0.0%	0.0%	0.0%	2.2%	1.3%	0.8%

TABLE 24

SKILLS/TUTORING CENTER BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	29.5%	20.7%	47.1%	24.1%	35.8%	31.7%	21.6%
High	29.5%	58.6%	29.4%	43.1%	41.5%	42.6%	37.8%
Moderate	34.1%	20.7%	23.5%	25.9%	15.1%	23.8%	32.4%
Low	2.3%	0.0%	0.0%	5.2%	5.7%	1.0%	5.4%
Very Low	4.5%	0.0%	0.0%	1.7%	1.9%	0.00%	2.7%

TABLE 25

STUDENT ACTIVITIES BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	22.6%	5.9%	10.3%	31.3%	24.1%	12.9%	25.0%
High	47.2%	29.4%	27.6%	40.3%	30.4%	36.5%	44.7%
Moderate	26.4%	52.9%	48.3%	22.4%	39.2%	43.5%	25.0%
Low	1.9%	11.8%	13.8%	4.5%	3.8%	3.5%	5.3%
Very Low	1.9%	0.0%	0.0%	1.5%	2.5%	3.5%	0.0%

TABLE 26

STUDENT AFFAIRS STAFF ATTITUDE TOWARD STUDENTS BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	34.0%	15.4%	32.0%	22.6%	25.3%	21.8%	15.0%
High	37.7%	38.5%	56.0%	41.9%	44.2%	38.7%	45.0%
Moderate	24.5%	46.2%	12.0%	29.0%	25.3%	31.5%	35.0%
Low	0.0%	0.0%	0.0%	6.5%	5.3%	6.5%	5.0%
Very Low	3.8%	0.0%	0.0%	0.0%	0.0%	1.6%	0.0%

TABLE 27

STUDENT EMPLOYMENT BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	22.2%	12.5%	25.0%	7.9%	26.8%	2.3%	32.3%
High	11.1%	12.5%	33.3%	31.6%	26.8%	31.8%	19.4%
Moderate	59.3%	75.0%	33.3%	44.7%	26.8%	25.00%	31.03%
Low	16.67%	21.43%	0.00%	0.00%	12.50%	8.33%	3.45%
Very Low	11.11%	7.14%	25.00%	0.00%	0.00%	4.17%	13.79%

TABLE 28

VETERANS SERVICES BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	0.0%	0.0%	11.1%	13.8%	19.2%	8.3%	10.0%
High	31.6%	15.4%	11.1%	10.3%	30.8%	19.4%	20.0%
Moderate	52.6%	84.6%	77.8%	55.2%	42.3%	52.8%	60.0%
Low	5.3%	0.0%	0.0%	13.8%	0.0%	11.1%	5.0%
Very Low	5.3%	0.0%	0.0%	6.9%	7.7%	5.6%	5.0%

TABLE 29

GENERAL SATISFACTION WITH THE KSU REGIONAL CAMPUSES BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	32.2%	17.5%	27.5%	35.1%	35.8%	26.7%	24.6%
High	39.1%	57.1%	52.5%	45.4%	51.1%	49.3%	52.5%
Moderate	25.3%	25.4%	20.0%	18.6%	11.7%	24.0%	19.7%
Low	1.1%	0.0%	0.0%	1.0%	1.5%	0.0%	2.5%
Very Low	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%

TABLE 30

MEAN SATISFACTION RATINGS FOR SELECTED CAMPUS SERVICES BY CAMPUS

SERVICE	ASH	EL	GEAUGA	SALEM	STARK	TRUMB	TUSC	OVERALL
ADMISS	2.03	2.03	1.88	1.98	1.96	2.20	2.09	2.05
FINAID	2.14	2.38	2.29	2.35	2.28	2.47	2.45	2.35
SKILLCEN	2.23	2.00	1.77	2.17	1.96	1.92	2.30	2.05
REGISTER	2.02	1.89	2.14	2.11	2.05	2.27	2.20	2.12
ADVISING	1.96	2.05	2.09	2.35	2.29	2.49	2.25	2.27
MINSERV	2.56	2.72	2.79	2.65	2.76	2.72	2.64	2.68
CARPLAN	2.35	2.25	2.35	2.29	2.59	2.58	2.25	2.40
CARPLAC	2.45	2.53	2.12	2.60	2.95	2.68	2.46	2.60
PARKING	2.27	4.03	1.85	2.32	2.13	2.40	2.32	2.42
PERSCOU	2.36	2.29	2.00	2.40	2.56	2.55	2.22	2.39
STUDACT	2.13	2.71	2.66	2.05	2.30	2.48	2.11	2.30
LIBRARY	1.92	1.98	2.10	2.02	1.92	1.98	1.87	1.95
VETERAN	2.68	2.85	2.67	2.90	2.46	2.78	2.75	2.73
COMLAB	2.00	1.80	1.82	1.85	2.03	2.22	1.97	1.98
BUILDGR	2.11	2.46	2.03	1.83	1.76	1.99	1.96	1.97
STUDEMP	2.59	2.63	2.25	2.74	2.46	2.77	2.26	2.57
FOOD	2.52	3.43	3.18	3.58	2.28	2.26	2.92	2.77
INSTMAJ	2.13	2.10	2.36	2.24	2.19	2.28	2.23	2.22
FACATT	1.87	1.86	1.60	1.92	1.84	2.06	1.96	1.91
SAATT	2.02	2.31	1.80	2.19	2.11	2.27	2.30	2.18
RCCONC	2.54	2.41	1.80	2.16	2.19	2.38	2.44	2.31
SATISFAC	2.02	2.08	1.93	1.86	1.79	1.97	2.03	1.94

1 = VERY HIGH 5 = VERY LOW

TABLE 31

COLLEGES AND UNIVERSITIES OF FIRST CHOICE FOR RESPONDENTS INDICATING THEIR FIRST CHOICE WAS NOT THE REGIONAL CAMPUSES

BY CAMPUS

College/Univ.	Ash	EL	Gea	Sal	Sta	Tru	Tus
Kent Campus	6	3	9	8	13	11	2
U. Akron	5	3	0	4	12	7	8
Youngstown State U.	3	6	0	7	0	13	0
Ohio State U.	1	1	2	2	10	0	6
Stark Tech. Coll.	0	0	0	2	2	1	8
Bowling Green State U.	3	0	1	0	1	3	2
Mount Union Coll.	0	0	0	0	4	3	1
Hiram Coll.	0	0	0	0	2	5	0
Malone Coll.	2	0	0	2	3	0	0
Ohio U.	0	0	0	1	1	2	3
Walsh Coll.	0	0	0	1	6	0	0
Cleveland Art Inst.	1	0	1	0	0	1	0
Cleveland State U.	2	0	1	0	0	0	0
Edinboro U.	2	0	0	0	0	1	0
ICM School of Busn.	0	1	0	1	0	1	0
Lakeland Comm. Coll.	2	0	1	0	0	0	0
Oberlin Coll.	1	0	0	0	1	0	0
Wright State U.	0	0	1	0	1	0	0
W.V. Wesleyan U.	0	0	1	0	1	0	0

TABLE 32

REASONS FOR NOT RETURNING GIVEN BY RESPONDENTS WHO WILL NOT RETURN NEXT SEMESTER

BY CAMPUS

Reason	Ash	EL	Gea	Sal	Sta	Tru	Tus
Personal	3	1	1	1	1	3	4
Transfer to Kent	1	1	1	3	4	2	1
Transfer to Another Coll./Univ.	1	0	3	0	0	1	0
Regional Campuses do not have the program in which I am interested	2	0	1	2	1	1	2
Financial Difficulties	1	0	0	2	0	1	0
Looking for a Full-Time Job	1	0	0	0	0	0	0
Need Saturday Classes	0	0	0	1	0	0	0
Job-Related	0	0	0	0	1	0	0

TABLE 33

REASONS FOR ENROLLING WITHIN THE REGIONAL CAMPUSES (OPEN-ENDED RESPONSES)

BY CAMPUS

Reason	Ash	EL	Gea	Sal	Sta	Tru	Tus
Proximity to Home and Work	60	37	39	76	119	124	102
Low Cost	26	11	15	15	60	30	41
Availability and Scheduling of Courses and Programs	23	25	5	33	27	39	35
Personal Recommendation/ Perception of Academic Quality	13	5	5	16	24	24	11
Small Class Size	3	2	9	21	23	23	9
Personal Attention Given by Faculty and Student Affairs Staff	0	1	2	5	9	8	0
Availability of Financial Aid	3	5	1	1	3	3	6
Could Not Attend Kent Campus	1	0	4	0	2	0	0

FIGURE 1 PERCENTAGE OF RESPONDENTS INDICATING THE REGIONAL CAMPUSES WERE THEIR FIRST ENROLLMENT CHOICE

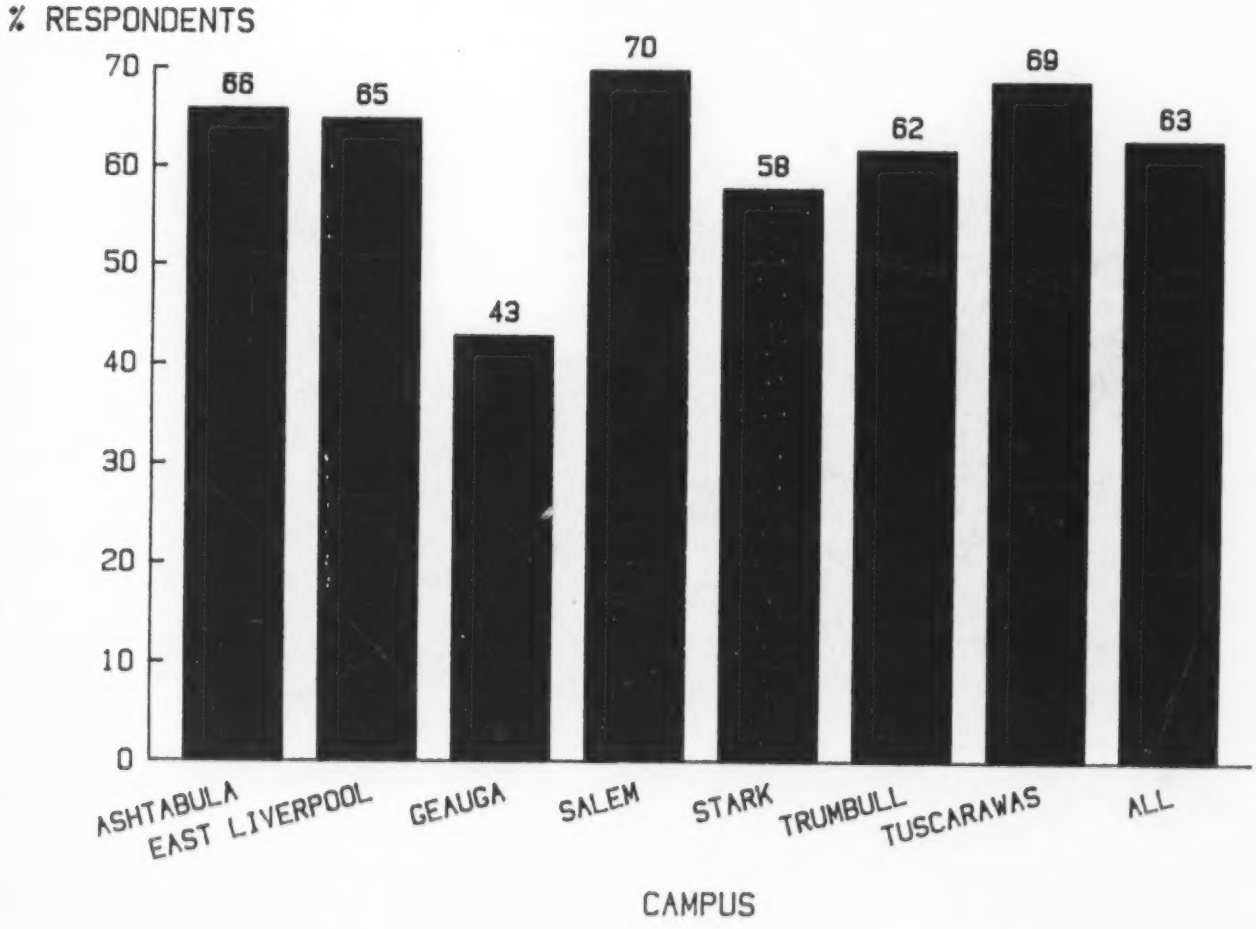

FIGURE 2 REASONS FOR ENROLLING WITHIN THE REGIONAL CAMPUSES BY CAMPUS

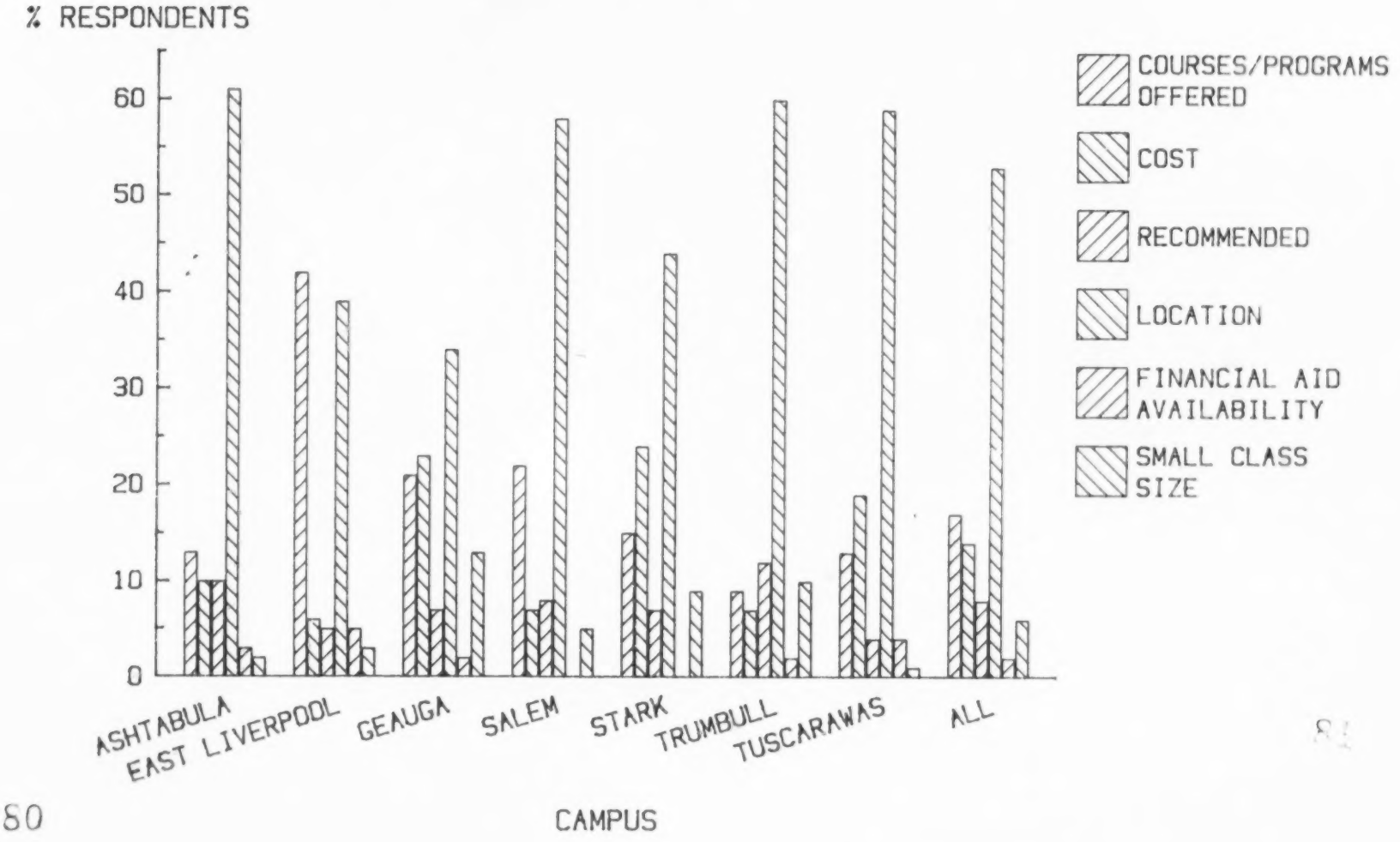

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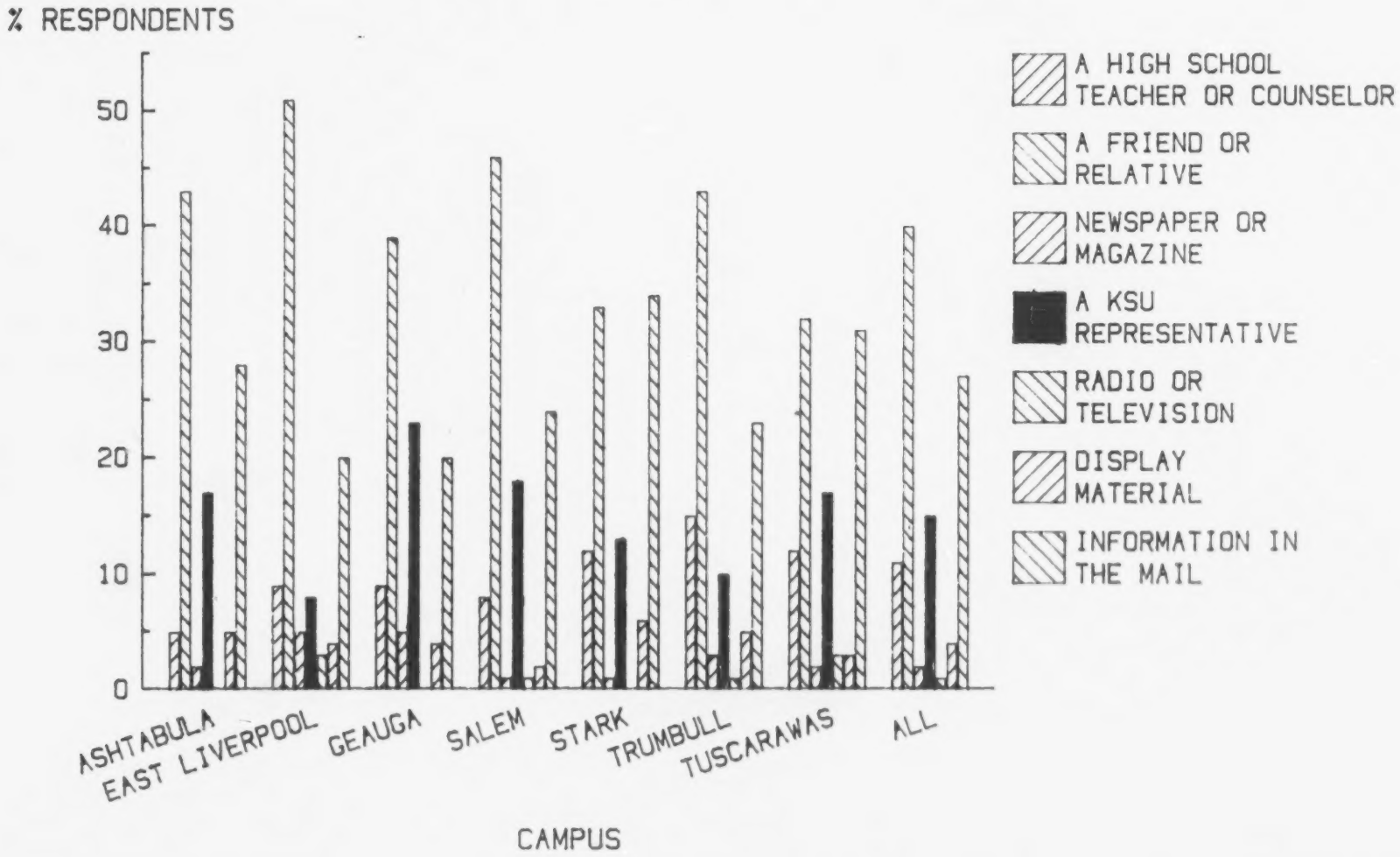
FIGURE 3 BEST SOURCES OF INFORMATION ABOUT THE REGIONAL CAMPUSES BY CAMPUS



III. SUMMARY AND CONCLUSIONS

A. Summary

The survey was conducted in the fall of 1990. It was undertaken to assess the characteristics and goals of Regional Campuses new freshmen students, factors related to their enrollment, and their reflections upon the academic and student services provided by the Regional Campuses.

Each of the 2,390 new freshmen students enrolled within the Regional Campuses as of early October 1990 were mailed survey questionnaires. A significant 31.2% final response rate was obtained. The respondents were generally representative of all Regional Campuses new freshmen with respect to gender, ethnicity, age, full-time/part-time status, and campus attended.

The five objectives of the survey and the resulting conclusions are as follows:

1. To gain information concerning the demographic characteristics of Regional Campuses new freshmen students

The new freshmen respondents share many of the same characteristics as past and current Regional Campuses students; 71% of the respondents were female; nearly all identified themselves as caucasian; the largest number of respondents were in the 18-22 and 31-40 age ranges. Sixty-three percent of the respondents were enrolled primarily full-time, in contrast to 46% of all Fall 1990 students enrolled full-time. The percentages of respondents attending each campus generally reflected the percentages of all new freshmen students attending each campus.

2. To gain information concerning the educational, career, social, and personal development goals of Regional Campuses new freshmen students

Most of the new freshmen respondents reported 1) completing courses for transfer to the Kent Campus or to another educational institution or obtaining an associate degree as their most important academic goals, 2) preparing for a new career or improving knowledge, technical skills, and competencies in a current career as their most important career goals, 3) meeting people as their most important social goal, and 4) developing the ability to be independent, self-reliant, and adaptable as their most important personal development goal. Of the respondents, 49% report they are currently working toward an associate degree and 43% report they are working toward a bachelor's degree. More than two-thirds of the respondents were employed. The largest percentage were employed between 20 and 39 hours per week.

3. To determine what factors were related to new freshmen students' decisions to enroll within the Regional Campuses

Sixty-three percent of the respondents indicated that the KSU Regional Campuses were their first choice when they considered colleges in which they planned to enroll. Over 86% of the respondents plan to reenroll within the Regional Campuses during the next semester. Seventy-seven percent of those respondents who indicated that they would not reenroll next semester made this decision due to personal or other circumstances not related to their experiences within the Regional Campuses.

Proximity to home and employment sites was the was the most frequent response (53%) to the question of why new freshmen students chose to enroll within the Regional Campuses. The courses and programs offered and the cost (16.5% and 13.5% respectively) were the next most frequently cited responses. Respondents cited friends and relatives (39.9%), information received through the mail (27.1%), a KSU representative (14.5%), and a high school teacher or counselor (10.7%) as their best sources of information about the Regional Campuses.

4. To assess new freshmen students' perceptions regarding the image of the Regional Campuses and the academic and student services provided

The respondents rated from very high to very low their agreement with a number of statements concerning the image of the Regional Campuses and their satisfaction with each of the 22 academic and student services listed. Most of the responses were in the very high to high categories.

5. To determine additional new freshmen perceptions of the Regional Campuses

Many of the respondents chose to make additional comments concerning the Regional Campuses. Although diverse, the comments tended to be favorable. A few respondents mentioned inadequacies with the University Orientation course, food service, parking, and registration.

Conclusions

It should be noted that this study generally reflects a positive evaluation of the Regional Campuses experience on the part of their new freshmen. Seventy-three percent of the respondents reported their overall satisfaction with the Regional Campuses as very high or high. The characteristics of the new freshmen tended to appear as expected and their perceptions regarding the image of the Regional Campuses, the evaluation of academic and student support services, and the additional comments appeared generally favorable. The following results appear to be of some significance:

1. The Regional Campuses were the first enrollment choice of most new freshmen respondents. New freshmen who indicated the Regional Campuses were not their first enrollment choice listed Kent Campus, the University of Akron, Youngstown State University, and Ohio State University as first choices.

2. Proximity to home and work, low cost, the availability and scheduling of courses and programs, personal recommendations/perceptions of academic quality, and small class size were the most frequent reasons why respondents chose to enroll within the Regional Campuses.

3. The best sources of information about the Regional Campuses, as cited by respondents, were friends or relatives, information received in the mail, a KSU representative, and a high school teacher or counselor. Only 2% listed newspaper or magazine advertising and only 1% listed radio or television advertising as their best information source.

4. The vast majority of respondents said they will reenroll next semester and very few of those who will not reenroll will not do so due to experiences within the Regional Campuses.

5. The image of the Regional Campuses was generally perceived as positive by the respondents.

6. Ratings and open-ended comments concerning the academic and student services provided by the Regional Campuses tended to be positive, although a significant percentage of respondents did not answer several questions. The University Orientation course, food services, parking, and registration were areas of concern for a few students. New freshmen respondents' ratings of academic and student services were very similar to ratings given to the same services by respondents of the 1990 Regional Campuses Alumni Survey of 1987, 1988, and 1989 Associate Degree Recipients.

Regional Campuses
(216) 672-2286

Kent STATE UNIVERSITY
Kent Ohio 44242-0001

October 10, 1990

Dear New Freshman Student,

Because your opinions are important to us, we need your help. Periodically the Kent State University Regional Campuses seek information from our new freshmen students with regard to their opinions, attitudes, and goals. This survey will help us to learn how you evaluate certain experiences while attending the Regional Campuses.

A few minutes of your time is all that is required to complete the survey. The results will be of great assistance to our efforts to better serve students in the future and will, of course, be kept strictly confidential. I thank you for your anticipated cooperation with this important task.

Please return your computer answer sheet and supplemental answer sheet, unfolded, by **October 24, 1990** in the envelope provided.

On behalf of the faculty and staff of the Regional Campuses, you have my best wishes for the achievement of your personal and professional goals and my thanks again for your help with this project.

Sincerely,

Gordon W. Keller

Gordon W. Keller
Vice Provost for
Regional Campuses

INSTRUCTIONS: Please fill in your social security number in the I.D. number section on the answer sheet and fill in the correct circle on your answer sheet for each question. Please read the directions at the bottom of the answer sheet.

1. What is your gender?

A. Female 71% B. Male 29%

2. How do you describe yourself?

A.	Native American/American Indian	5%	D.	Hispanic American	1%
B.	Asian American	1%	E.	Caucasian/White	90%
C.	African American/Black	3%	F.	Other	1%

3. How old are you?

A.	18 to 22 years	63%	E.	41 to 50 years	6%
B.	23 to 25 years	6%	F.	51 to 60 years	1%
C.	26 to 30 years	8%	G.	61 years or more	
D.	31 to 40 years	15%			

4. Which Regional Campus are you attending? (If you are attending more than one at the same time, please indicate the campus where you have the most credit hours.)

A.	Ashtabula	12%	E.	Stark	19%
B.	East Liverpool	9%	F.	Trumbull	22%
C.	Geauga	6%	G.	Tuscarawas	17%
D.	Salem	14%			

5. For how many credit hours are you presently enrolled?

A.	Less than 6	14%	D.	12 to 18	61%
B.	6 to 8	16%	E.	19 or more	
C.	9 to 11	7%			

6. Have you previously enrolled in any other college or university?

A.	No	89%	D.	Yes, a two-year college	1%
B.	Yes, the KSU Regional Campuses	1%	E.	Yes, a four-year college	2%
C.	Yes, the KSU Kent Campus	2%	F.	Yes, a vocational/ technical school, school of nursing, trade school, or business school	5%

7. Which is your most important **academic goal** at present?

A. To complete some courses to increase my knowledge and understanding in an academic field 12%
B. To obtain an Associate Degree 35%
C. To complete courses to transfer to the Kent Campus or another educational institution 40%
D. Other or not sure 12%

8. Which is your most important **career preparation goal** at present?

A. To explore career interests 17%
B. To prepare for a new career 41%
C. To improve my knowledge, technical skills, and/or competencies for my job or career 33%
D. To increase my chances for a raise and/or a promotion 2%
E. Other or not sure 7%

9. Which is your most important **social/cultural participation goal** at present?

A. To become actively involved in student life and campus activities 14%
B. To meet people 41%
C. To get to know people who think and feel differently than I do 11%
D. Other or not sure 33%

10. Which is your most important **personal development and enrichment goal** at present?

A. To increase my self-confidence 15%
B. To improve my leadership skills 6%
C. To improve my ability to get along with others 1%
D. To learn skills that will improve my daily life or make me a more complete person 29%
E. To develop my ability to be independent, self-reliant, and adaptable 47%

11. What degree are you currently working toward at the KSU Regional Campuses? (Please give your best estimate if you are currently undecided.)

A. Not seeking a degree 8%
B. Associate degree 49%
C. Bachelors degree 43%

12. How would you describe your current employment status?

A. Unemployed, seeking employment 10%
B. Unemployed by my own choice or due to family responsibilities 23%
C. Employed less than 20 hours per week 17%
D. Employed 20 to 39 hours per week 31%
E. Employed 40 hours per week 12%
F. Employed more than 40 hours per week 7%

13. Were the KSU Regional Campuses your first choice when you considered colleges in which to enroll?

A. Yes 63% B. No 37%

14. Do you plan to enroll at the Regional Campuses again next semester?

A. Yes 85%
B. No, due to circumstances not related to my experiences at the Regional Campuses 5%
C. No, due to my experiences at the Regional Campuses 1%
D. I am unsure at this time 8%

15. Which of the following was the most important reason you chose to enroll at the KSU Regional Campuses? (Please choose only one.)

A. Courses/programs offered 16%
B. Cost 13%
C. The advice of a teacher/friend/relative 8%
D. Close to home 53%
E. Availability of student services
F. Employer's advice
G. Availability of financial aid 2%
H. I can identify with fellow students
I. Small class size 6%

16. Which of the following was the best source of information for you about the KSU Regional Campuses? (Please choose only one.)

A. High school teacher/counselor 11%
B. Friends or relatives 39%
C. Material in a newspaper or magazine 2%
D. A KSU representative 14%
E. A radio or TV advertisement 1%
F. Materials from a display at a business, shopping center, fair, or similar location 4%
G. Information I received in the mail 27%

Please indicate the extent to which you agree with each of the following statements using the following scale:

A	Strongly Agree	D	Disagree
B	Agree	E	Strongly Disagree
C	Moderate or unsure		

17.	The KSU Regional Campuses offer the academic programs in which I am interested.	A 28% B 48% C 18% D 4% E 1%
18.	Other colleges have better programs in my major.	A 9% B 15% C 55% D 16% E 4%
19.	The KSU Regional Campuses have a better academic reputation than other colleges.	A 5% B 20% C 66% D 8% E 1%
20.	The KSU Regional Campuses suit me better socially than other colleges.	A 17% B 36% C 34% D 8% E 4%
21.	Other colleges have nicer campuses than do the KSU Regional Campuses.	A 4% B 16% C 47% D 26% E 6%
22.	The KSU Regional Campuses have a larger minority population than do other colleges.	A 2% B 8% C 64% D 18% E 7%

The following are services provided by the KSU Regional Campuses. Please rate your overall satisfaction with the treatment you received from the services listed below. Please **do not rate services you have not used** and use the following scale:

A	Very High	D	Low
B	High	E	Very Low
C	Moderate		

23.	Admissions	A 25% B 46% C 25% D 2% E
24.	Financial Aid	A 18% B 19% C 18% D 5% E 4%
25.	Skills/Tutoring Center	A 14% B 19% C 11% D 1% E 1%
26.	Registration	A 22% B 45% C 25% D 3% E 1%
27.	Academic Advising	A 19% B 31% C 20% D 6% E 3%
28.	Minority Student Services	A 4% B 6% C 15% D 2% E 1%

A	Very High	D	Low
B	High	E	Very Low
C	Moderate		

29.	Career Planning	A 8% B 18% C 18% D 3% E 1%
30.	Career Placement	A 3% B 10% C 15% D 2% E 1%
31.	Parking	A 19% B 34% C 28% D 8% E 5%
32.	Personal Counseling	A 9% B 16% C 13% D 3% E 2%
33.	Student Activities/ Student Life	A 12% B 21% C 20% D 3% E 1%
34.	Library Services	A 23% B 39% C 15% D 2% E 1%
35.	Veterans Services	A 2% B 4% C 12% D 1% E 1%
36.	Computer Laboratories	A 16% B 21% C 10% D 1% E 1%
37.	Buildings and Grounds	A 24% B 44% C 18% D 1% E
38.	Student Employment	A 5% B 7% C 13% D 2% E 1%
39.	Food Service	A 7% B 17% C 20% D 9% E 4%
40.	Quality of Instruction in your Major	A 17% B 30% C 18% D 3% E 3%
41.	Attitude of Faculty Towards Students	A 32% B 39% C 19% D 2% E 1%
42.	Attitude of Student Affairs Staff Towards Students	A 14% B 25% C 18% D 3% E 1%
43.	The Regional Campuses' Concern for You as a Person	A 18% B 33% C 32% D 3% E 2%
44.	Your Overall Satisfaction with the KSU Regional Campuses	A 27% B 46% C 19% D 1% E

Please remember to also complete the Supplemental Answer Sheet. Thank you.

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APPENDIX B ADDITIONAL COMMENTS

ASHTABULA

I wish that there was more help offered for those students, such as myself, who need help in deciding on a major. It is very important!

KSU Regional Campus in Ashtabula requires an orientation course for all freshmen. This course should not be a requirement. I did not gain anything from this course. I feel that it is a waste of our time and money. It is a one credit course and the work involved was about the same as our 3 or 4 credit hour courses. We need to focus on the courses which will help us in our field of study. Orientation is not one of them. I see it as another way for you too take our money, foolishly.
To some people the course might be helpful, but I did not learn anything new from the course. It should be a persons choice to take the orientation program. Thank you.

I recently have had excessive trouble with trying to find someone to help me and counsel me for registration. No one seemed to want to help.

I did inquire at other colleges about the process of enrollment, and financial aid. These other schools were much more helpful in offering information. I had a great deal of difficulty; and I felt as though I was in the dark at Kent-Ashtabula. As a result, my trust level is very low. I plan to continue in school here, because the statistics show, students of nursing do better when taking their state boards.

I think the campus is great. It is close to home and offers a variety of courses and the people are always there to help.

The counselors (3 of them) encouraged me, since I felt I was too old, to get my education so that I might obtain a good paying job. Now I'm excited because learning seems like so much fun. It's a lot of hard work but every teacher is willing to work with me! I love it!

It would be really nice if Kent offered tutoring in more different courses than what the have know.

Mr. Dalheim is a great speaker. Takes time with the students. He tought orientation, it was great. Friendly, he always says "Hi" to me in the halls.
Mr. Dalheim is one of the best instructor I have had so far.

EAST LIVERPOOL

We need more 9AM Education classes!

Personally, I feel K.S. E. Liverpool campus is a good place to get started at because it's relatively small. It doesn't feel overwhelming to me as a freshman. I like to faculty especially because they treat the students with mutual respect, and seem to care about the students individually.

Most of the people who work in the office are very unwilling to help you or even wait on you. I am not the only one who complains about this. You can stand there for 10 minutes before anyone comes over to help you. When they do wait on you, they aren't real friendly or don't even seem to know the answers you are looking for.

1.) Multi-level parking facilities should be built to accomidate student parking needs at the East Liverpool campus.
2.) New student lounge is badly needed. (This was supposed to be done 3 years ago)
3.) Orientation course should be eliminated as a required course.
4.) I would like to see a Regional Campus newsletter on a weekly basis that invites points of view on recent news events.
5.) Campus clubs should get more involved in local activities. (Become highly visable to the public)

The staff at K.S.U. campus here in East Liverpool are very warm and willing to do what is needed to help.

GEAUGA

I wish that one check would be sufficient. I had to write 3 checks to enter class. One for books, one for class & one for registration which was all made out to Kent State the same day. I had a bank check to pay for all of my payments but had to write 3 personal checks that night before class. I was on the waiting list so I was notified the first day of class that I could attend.

I am very pleased with the faculty I have been associated. Teachers take time to talk to you - not about school all the time but about fun and exciting things. Kent Geauga is very concerned about its students and I can only hope that the other Regional Campuses are like the Geauga Branch. Grace Butcher is the best teacher I have ever studied under and a fine <u>woman and human being</u>!

One instructor for the Accounting I class at Benesch on Wednesday evenings (Mary Beth Connally) is just fantastic. She teaches in a manner that I can understand, relate to and remember, as well as being understanding when there is a problem.

I have been terribly impressed by the KSU Geauga Campus unfortunately I am not able to return because I have taken all the classes they have to offer since I am a transfer student instead of a freshman. I will definatily recommend the KSU Geauga facility to anyone I may meet.
My only complaint is concerning the freshman orientation class which lacks substance and value. Although the general idea behind the class was of sufficent value I resent wasting money purchasing a book that was never used. I also found the class lacked the sufficent discipline which was needed.
Overall my KSU Geauga experience has been fantastic and I could not praise the staff and faculty enough.

I am pleased with the Geauga Campus. The faculty is very helpful and treat you as an equal instead of a teacher/pupil situation.

The parking Services has been my only concern. Several times I have had a visitor come to see me and the meters were broke or there was four hours worth of change put in to the meter. When we would return maybe 3 hours later, they would've received a ticket! It should be looked in to.

I have never enjoyed school as much as I have here. It is better than high school. Someone is always there for you when you need help. The classes are great in size because the teachers are able to work with you alot. I love the KSU Regional Campus! (Geauga)

SALEM

The only thing I'm not pleased with is making it a "smoke free environment"

All the teachers I have are all very helpful and they really care, there not just there for a pay check.
If I may say I have noticed that the cleaning of the building could improve somewhat, in the restrooms, by the food machines, doors, corners, window sills and so on. When you've inspected buildings for five years, you notice things.

I attend Salem Campus. I am a non-smoker. I get sick when I am around second-hand smoke a lot. I like to socialize in the lounge, but I don't like my clothes to stink when I get home. I realize that any change made would be costly, but it would be appreciated by people like me. My suggestion would be to add a small (well ventilated) "smoking room" just outside of where the mailboxes are.

I wish that there were clinical classes in the evening offered at KSU - Salem so I wouldn't have to travel to achieve the remainder of my nursing degree.

I feel that in my major there should be more hands on experience than just theory. Other than that Im satisfied withe everything else.

I believe that the Technology courses at the Regional campuses should be offered at all of the campuses. An example - Physical Therapy Assistant offered at East Liverpool Campus only. If it were offered at Salem I would have my major, but I do not prefer to attend the East Liverpool Campus so I must choose another major. I know it would take alot of money to do that, but it's just a thought for the future. Aside from that I have enjoyed my time at Kent State - Salem.

I plan to transfer to GMI Engineering and Management Institute in Flint, Michigan after next semester. I am very happy with the staff, and the individual attention at Kent Salem. My experience as a whole has been very satisfying. However, Orientation class is worthless if you have any idea who you are, and what you want. People that are totally lost may find the course interresting. I feel it should be optional, not required.

I would like to know why there is not a club for people that are intrested in Accounting or Business.

The Salem campus needs to be smoke free, and I would like to know why the parking lots were built so far away from the building

I like the school and what it has to offer. I was impresses with the way the faculty treated me and how they tried to help me with everything I needed to do. I thank them alot.

I wish an Associate Degree in Mechanical Engineering were an option. I'll have to take classes that will transfer now at KSU Salem and continue my education at YSU.
The cost per hour is outrageous. Maybe if some of the extras were cut out of the program the cost could be reduced accordingly. Regional Campuses should be geared more towards the working student. Let the main campus take care of giving new high school graduates a well rounded "College Experience." I'd like to see a program specifically for working students with an appropriate cut or discount in fees.

I'm very happy I decided to go the Kent. I like the teacher-class ratio. If I need extra help, the teachers do take time out to help me which is great.

The financial aid could be less complicated. Today's date is Oct 25, 1990 and I haven't heard from anyone concerning my grants. If I don't receive financial aid I cannot return next semester. The media enforces the idea about higher education, but the people who can't afford the cost are the ones who need it the most. At my age, its tough trying to get a new career without financial aid. Thank you.

I would recommend KSU Salem to anyone concidering college. The school and staff are excellent and the student body are very friendly. Words can't explain the content feeling and feelings of friendlyness of KSU. It is an excellent school. I'm glad I decided to go to college here.

I wish that there were tutors for the calculus courses. I am not doing as well as I should be and I need that help.

At Kent Salem the instructors and administration is very helpful. They will answer any question and help as much as they can. It is a very comfortable atmosphere.

I think the math and reading lab should be open the whole day. Not just from 1-8. People who work need time in the morning, before classes, to do their work. It is hard to complete the minimum lab hour requirements with these hours.

I think the food services could be a little bit better and more parking with better lighting.

The campus has a really warm, & friendly atmosphere. Comfortable for the non-traditional student.
The only drawback I have found is limitation of time to reading lab it is very difficult for me to get to campus during the hours it is open.

The Salem Campus is in need of a better food service. The vending machines are not enough if you have to be there all day!!

The instructors and entire staff at Salem Regional are very caring people. They treat each individual with respect, and they are willing to help at all times. I hopefully will be transfering to E. Liverpool Campus in the future, and I would appreciate the same concern and respect that I've received at Salem.

I feel that making Kent State Salem Campus a smoke free campus is a bad idea. Smokers should have rights too. And if they want to smoke they should be allowed a designated smoking area.

STARK

I chose Kent State as the college I wanted to go for its reputation not only in psychology but in general.

I have been very pleased with my classes, my professors, and the way I am accepted as an older student.

At first I was only going to attend the Start Campus for only one year. Now my intention has changed. I am so impressed with the personal attention and the student services. I wish to attend the Stark Campus for as long as possible.

Faculty extremely helpful!
Would like to see even more evening classes offered. (Each semester - all classes)

I really like how the professors act towards the students. They are very helpful and understanding. All of this makes learning so much more interesting.

I really enjoy attending KSU. I've met alot of people and have learned a lot about people and their lives. I'd recommend KSU Stark to anyone wanting a good education and well-rounded social life.

I really enjoy attending Kent Stark. The campus is small enough that it is comfortable. I have met several people and in a sense I have gained a higher level of self-confidence most of all Professor's I've encountered lecture on the material very well. The Professor's have taught me to look at subject in different ways, for example, in high school, I hated Biology - I now look at it with a different view - Biology really isn't all that bad!

Everyone, most especially student services goes out of their way to ensure students get the necessary information needed. Their helpfullness and friendly attitudes carry over during the busiest & most frantic times of the year. They are really exceptional in services provided.

KSU Regional Campus needs a bigger variety of hot foods such as McDonald's, Pizza etc.

I would recommend the KSU Regional Campuses very highly to anyone preparing for college. I only wish I could could complete my studies here. I enjoy everything so much, it would be great to spend the next four years at Kent Stark.

I feel that campus's need more advertisement. I went to school in Akron and I know more people would have gone to this campus had there been any advertisement. The only reason I had ever heard of the regional campus was because my mother works at college next to it.

TRUMBULL

1)Kent Trumbull Campus has very poor traffic management. Sometimes it seems you wait in line forever to exit the Campus.

Student Services office could be more efficient.

Overall the Trumbull Campus is a really nice place to attend if your not ready to attend a big college with a large population of students. I really feel that I have done well here, than if I would have went to a big college first.

Academic advisors are too rushed. They need to take more time with you to discuss your major, especially with students who have not declared a major. The University orientation class should be strongly recommended, not mandatory. Some people do not need the class and are bored or feel they are wasting their time.

It's a great school. All (or most) of my close friends graduated from this school and they recommended it to me . I'm glad they did.

*I am thoroughly dissatisfied with the traffic conjestion at my regional campus. There have been many days when I have sat & waited for 20 minutes to exit the parking lots & driveway. This can be especially disturbing to someone that must go to work at a particular time or that may have to pick-up children.
I feel that a turning lane may even be helpful.
*It is posted "No Smoking Area" etc. throughout the buildings BUT the signs are disregarded by students & faculty as well.
I thing if the sign is posted for all to see, all should obey or at least be somehow reprimanded.
I like to breath! Thank You

The regional campuses are not as together, student wise. At the main campuses, you're more or less pressed into getting to know people, were as at a regional campuse you go and come without really getting to know any one . More student activities are needed.
The theatrical department is excellent!

The parking situation is bad, there doesn't seem to be enough spaces, and the long line of cars to get off the campus should be handled better.
I don't have any children myself, but, through my friends who do, I see the need for child care on campus.
The student union has been closed this week to students!

I liked the continuing education studies classes. There is a wide range of choices. It was very helpful for me. I chose to sign up for that type of class first to see if I liked school. Before I decided to sign up for a whole semester.

I would like to see clinical offered here rather than going to Ashtabula. With kids it would be better then uprooting them.

have a nursing course here at local Hospitials.

TUSCARAWAS

Kent Tuscarawas is a very nice campus in my opinion. It a nice, small and respectable place. People are nice and they care about your academic goals.

The only thing I don't like about KSUTC is that most of the course I need a spread out too far for me to work around my job schedule. The courses should be offered at more times than they are.

I am very disappointed with my course. If I had known that there would not be any hands on training I would not have enrolled. I feel that the only way to learn computers is to use them. The classes should be reduced in size so that they can go to the lab at least once a week together with the teacher. I think the university should look into this problem. I feel that I just wasted $300.00
I'm not the only one in my class that is unhappy.

I'm upset that the main campus doesn't have the continuation for my major.
(Electrical Engineering)

I feel like I'm being cheated out of $3.20 dollars for this course.
One thing, theres no teaching while working on computer. When you can get in the lab to work, and if the equipments working that day. It is real sad, I've learned more from the lab teachian than class. If I would have known it would be like this, I would never had taken this course. I would not recommend it to anyone.

I am just glad that I have the opportunity to attend such a college. The smaller classrooms, cost, and location make it very convenient.

I think it would be very helpful if there were lined parking places in the parking lots. Too many people have no consideration about how much space they use when they park.

Better lighting in parking areas.

Computer program is very crowded. Our class never has been to the lab together. This makes it almost impossible to understand what is being taught. We need to have the computer experience. It's as if we are being self taught.

K.S.U. I feel is an excellent University. Everyone there was very kind in assisting me with the help I needed. It was my strongest desire to have attended this year, but due to my own personal situation, I'm disappointed I can't attend until a later time in my life. Thank you all so much.

I must be pretty naive because I was astounded by the amount of "hidden" bills I am forced to pay to attend this campus!

#36 Computer Lab needs skilled assistants, that have knowledge of all programs. Someone should be in the lab at all times. If that much equipment can afford to be purchased, than it should be affordable to have one good assistant in the lab at least 9-5.
Intro to Computers should introduce each new program inside the lab. Half class could sit at computer, half could stand. Seeing a new program work for the first time with assistance would solve many problems for many INTRO STUDENTS. Thank-You

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MAR 29 1991